

RTI: The Inclusion Of Gifted and Twice Exceptional Students



“This period of time may prove to be monumental in as much as our historical failure to identify and provide services to the diverse population of American gifted students still plagues us, encouraging us to change our beliefs and approaches.”

Tracy Cross

Sherry Dismuke & Robin Sly

Idaho State Response to Intervention Conference

April 13, 2010

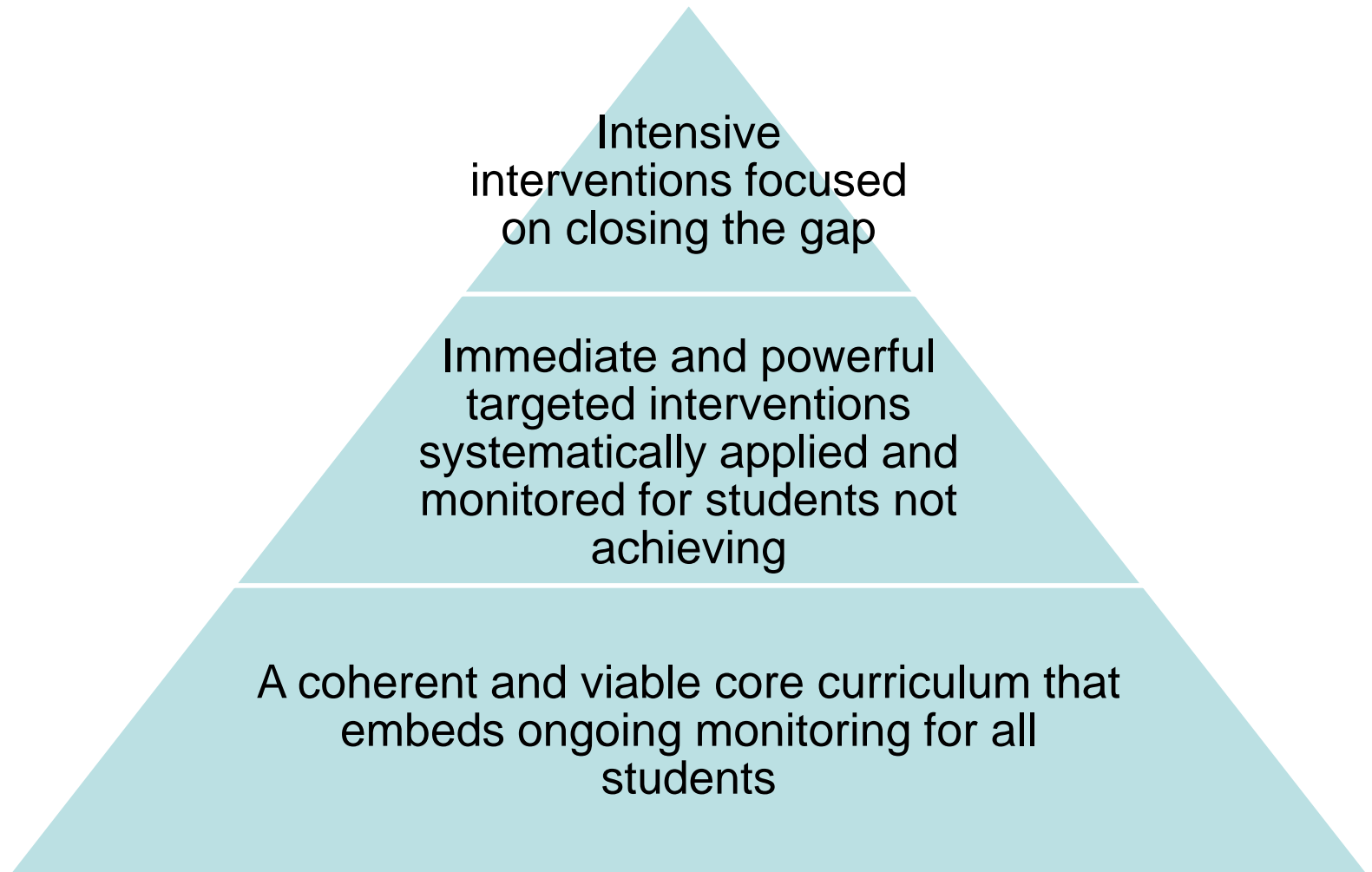
Response to Intervention or RTI

What is it?

RTI is a school wide system for improving learning by ...

- **Identifying** students or groups of students who are not making adequate gains in the core curriculum.
- **Providing** those students tiered, research- based, interventions aimed at remediating or accelerating the lack of progress.
- **Monitoring** student's responses to those interventions.
- **Increasing** the intensity or duration of interventions as needed.

PRTI challenges the basic premise of some educators by assuming all students can learn, that all educators will take responsibility for all learners, and that all schools will adjust their current environments and practices so that this will occur (Buffum, Mattos, & Weber, 2009, p. 23).



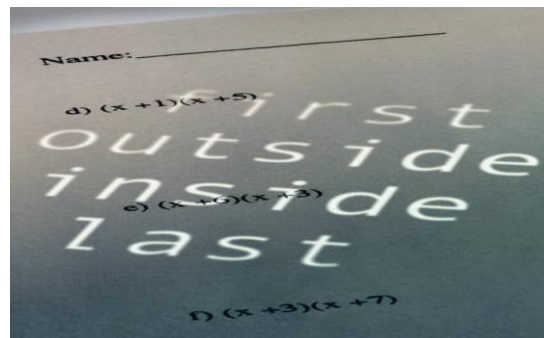
Problem Statement:

- RTI was not designed for students in need of acceleration.
- Universal screeners, interventions and progress monitors are not designed to meet the unique needs of high ability and twice exceptional learners.
- School problem solving teams do not always include expertise in identifying and creating solutions for high ability learners

Gifted student's take care of themselves-Right?

Wrong:

During this era of NCLB, education is concentrating its efforts on those in need of remediation. Teachers are more likely to report that struggling students rather than advanced students are their top priority and that while 51% of their struggling students are taught with specially designed curriculum that figure drops to just 10% for advanced students (Duffet & Farkas, 2008).



Smart kids already get plenty of special attention- Right?



Wrong:

“While the nation’s lowest performing youngsters made rapid gains from 2000 to 2007, the performance of top students was languid” (Loveless, 2008, p. 2).

Isn't the old IQ discrepancy model identifying and servicing kids in need of acceleration ?

- “More than one million K-12 children who qualify for free and reduced lunch rank in the top quartile academically, however, these low income students neither maintain their status, nor rise to the ranks of high achievers, as frequently as high income students” (Wyner, Brigeland, & DiIulio, 2007, p. 5).



Academic Challenges From a Mismatched School Environment

Students with high ability who are in settings that do not provide enough challenge soon begin to expect that they will excel at everything with very little effort this results in.....

1. Avoiding real challenge
2. Becoming more concerned with demonstrating their abilities in areas where they can be instant experts.
3. Losing hope of real learning taking place.
4. Daydreaming
5. Restlessness
6. Behavior Problems
7. Underachievement
8. Perfectionism



Are schools using RTI required to meet the needs of gifted and twice exceptional learners?

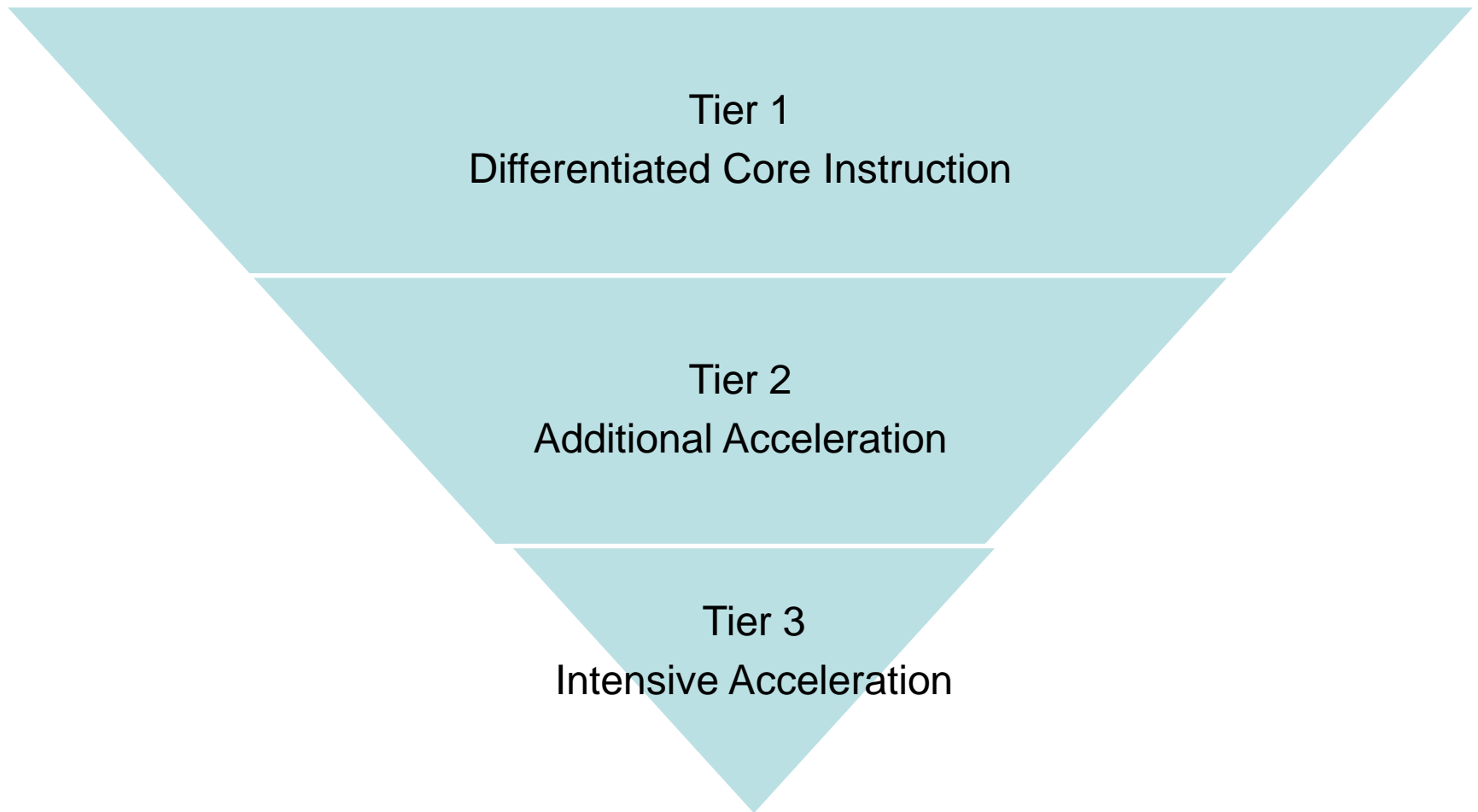
- Schools using Professional Learning Communities (PLC) in conjunction with RTI are required to ask.....
- How will our school respond when some students don't learn?
- How will we respond when some students have already learned it?

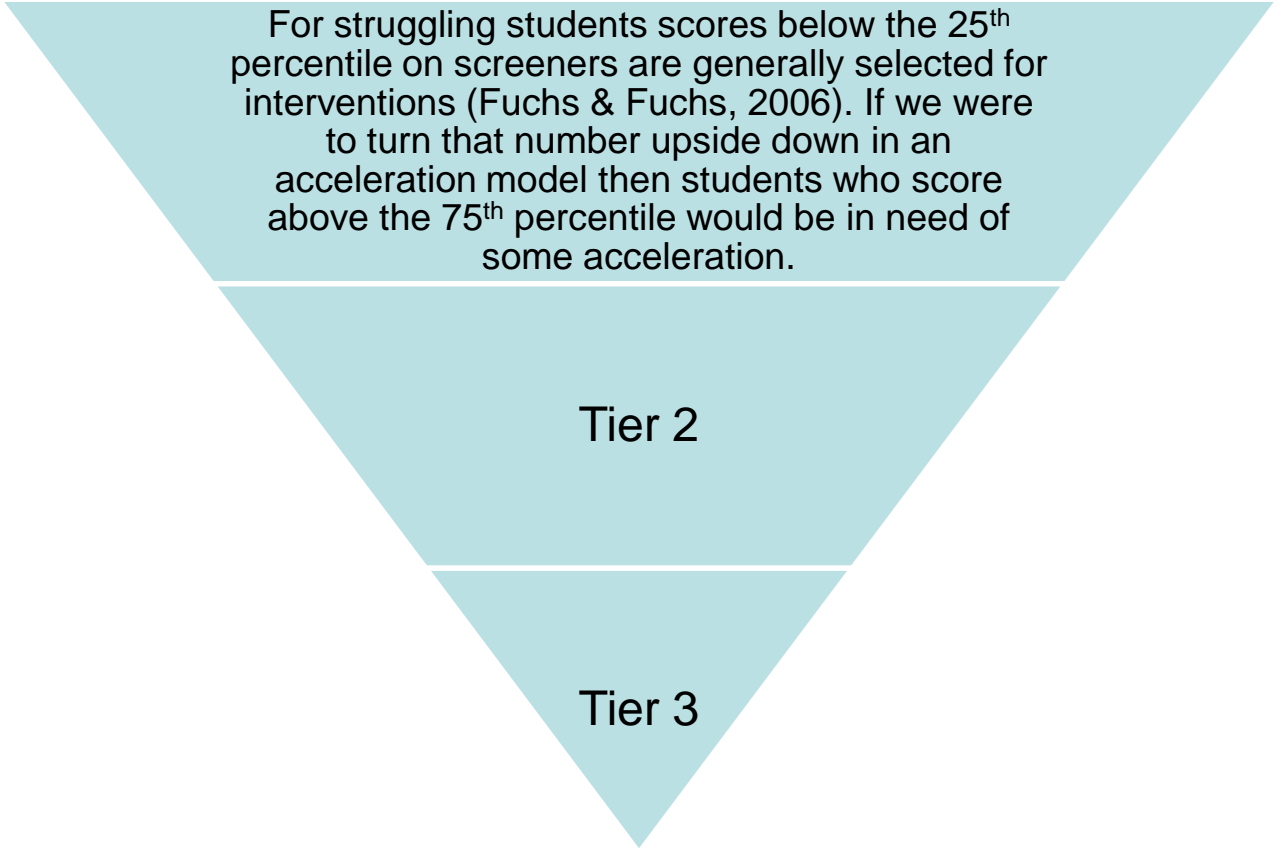
(Buffum, Mattos, & Weber, 2009)

According to the Idaho State department..

- RTI is a framework for continuous improvement that provides high-quality, standard-based instruction and research-based systematic interventions for **all student needs** -- academic, social-emotional, and behavioral -- using learning rate over time and level of performance to make important educational decisions. Using collaborative teams that include all professionals and parents in a well-defined decision-making process set the stage for a culture that fosters a climate for learning and **meeting the needs of all students** (The Response To Intervention State leadership Group, 2009).
- The Idaho State Department of Education states, “RTI is a general education model which supports both low achieving and **advanced students** (Idaho State Department of Education, 2009)”.

A new perspective: The traditional RTI triangle has a mirror image that can be used to accommodate and serve the needs of learners in need of acceleration.





For struggling students scores below the 25th percentile on screeners are generally selected for interventions (Fuchs & Fuchs, 2006). If we were to turn that number upside down in an acceleration model then students who score above the 75th percentile would be in need of some acceleration.

Tier 2

Tier 3

Differentiation in Core Instruction

- Intervention Teams and PLC's need to take a close look at core curriculum to make sure it provides opportunities for students to be successful at different levels of readiness. According to research done by the National Research Center on the Gifted and Talented on classroom practice, little is done to differentiate the classroom instruction of advanced learners.

A variety of differentiation strategies should be employed and monitored to provide opportunities for challenge and access to advanced level content through strategies such as tiered assignments and curriculum compacting (Archambault & Westburg, 1993)



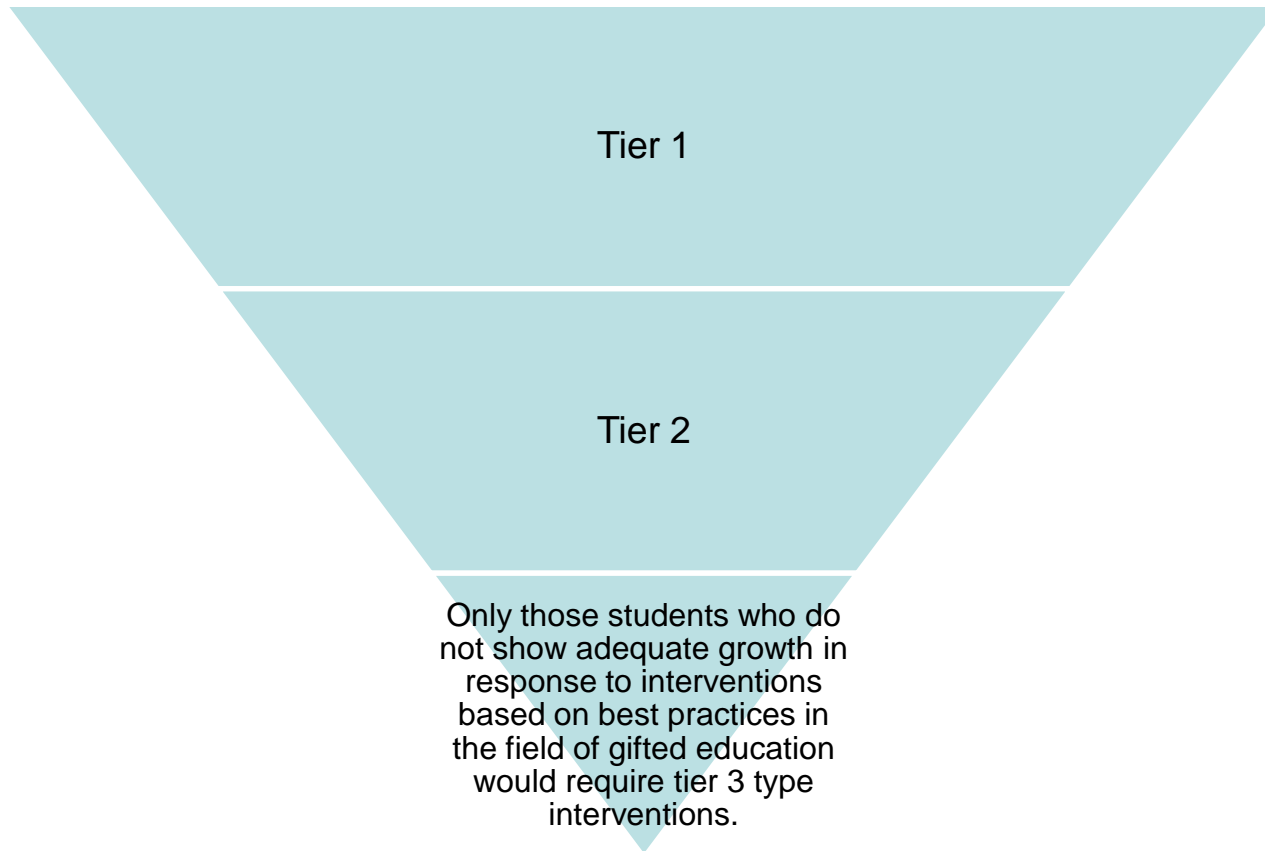
Tier 1

Compare data from progress monitors with established weekly growth norms. Norms would have to be adjusted for the accelerated pace of learning for academically talented students. Those not showing adequate growth should receive Tier 2 Interventions

Tier 3

Tier 2

- Student centered, opened-ended opportunities for inquiry and self directed project learning is recommended for this group of learners. A complete or partial pull out of the core curriculum may be necessary and it should be replaced with research- based curriculum that has been shown to be effective with academically talented students. This curriculum must be matched to each student's zone of proximal development which is just ahead of their current assessed level of performance.
- Small groups, Curriculum Compacting Mentors, Internships, School Wide Enrichment Projects



Tier 3-should gain access to interventions
based on non-responsiveness

- IQ and Achievement Testing
- Grade Acceleration
- Dual Enrollment
- All day gifted classroom
- Pull out gifted programs



What is Twice Exceptional?

Twice Exceptional Students are a Paradox.



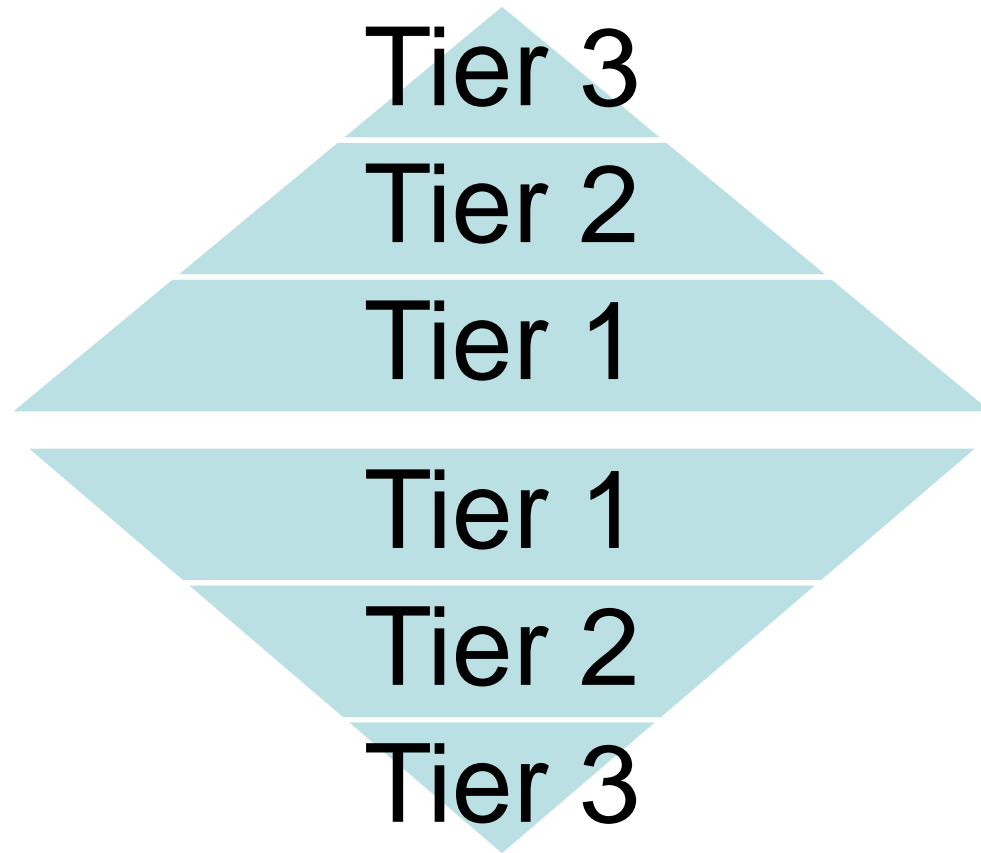
- Gifted/Strengths in areas such as: Intellectual, Creativity, Leadership, Artistic Areas, or Specific Academic Areas.
- Gifts are also masked by: Unfavorable environmental circumstances, learning disabilities, physical disabilities or social/emotional issues.
- This can cause the learner to face frustration that results in: poor self-esteem, social, emotional and behavioral issues.
- The negative outcomes interfere with learning and can lead to academic underachievement.

Characteristics of Twice Exceptional Students

- Well above average ability in one or more specific areas
- Committed to real world problems and personal interests
- Can display curiosity and creativity in specific situations
- Do not perform well in certain academic areas
- Difficulties in self concept, motivation, and destructive behaviors
- Show advanced reasoning, spatial and/or problem solving skills
- Possess integrative intelligence as opposed to dispersive intelligence. They may be good at high level tasks but not low level tasks. Our present school system rewards dispersive intelligence, causing us to miss many twice exceptional students.
- May show social perceptiveness or antisocial behaviors
- Can display leadership skills in certain situations of interest
- Unmet needs result in attention seeking behaviors



Twice Exceptional RTI Model



Remember: 2-E learners need both remediation and acceleration

Strong Core Curriculum Tips for Twice Exceptional

- Teachers and support staff should be informed about the identification and characteristics of twice exceptional students.
- Instructional strategies should be individualized to maximize the student's ability to reach their full potential.
- Create a classroom climate that is conducive to the social, emotional, and behavioral needs of individual students.
- Teachers, administrators, parents, counselors, special education teachers, and other supporting staff should collaborate to ensure the needs of the student is being met.

Developing a plan for 2-E Students

- Collaboratively document strengths and weakness.
TLC model (Baum and Schader, 2007, 2-e newsletter)
- The body of assessments should only be given to answer questions and address concerns parents, teachers, specialists, and the student have about the student's ability to perform in a given educational setting

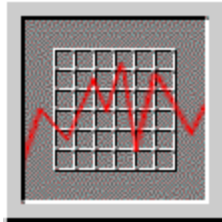
“Recognition of potential does not automatically mean identification as gifted, what it does demand is that an appropriate educational response be made”

Mary Ruth Coleman, 2001



Examine existing data and fill in gaps where necessary

When examining multiple indicators, it is important to separate out formal and informal data.



Formal Data – things apparent. This is not collected in an RTI format until tier three, however it may already exist in students records.

- Aptitude test scores- -Make sure to look for peak and valleys
- Achievement test scores -Discrepancies between performance and
- Behavioral Assessments verbal scores.

Informal Data – not apparent but equally important. Represents “performance over time”

- Work samples
- Portfolio Selection (products, projects)
- Awards and recognition
- Grades
- Anecdotal data
- Observations
- Health History
- Interest Inventories

Progress Monitoring – academic and behavioral

Be Sure to Consider

Brain Based
Learning
Systems

Health History

Communication

Observations

Home

I Plan Considerations

- Children who are gifted and disabled form a diverse group with a variety of needs, therefore requiring a range of service options.
- These options may include:
 - Social/emotional support
 - Behavioral support
 - Instructional strategies & accommodations



Intervention Plans

Acceleration

- Identify areas in need of acceleration.
- Choose research based interventions
- Track progress through appropriate progress monitoring.
- Increase intensity as needed
- Include behavioral and emotional support as needed

Twice Exceptional

- Identify areas in need of both remediation and acceleration
- Choose research based interventions for both.
- Track progress using appropriate progress monitors
- Increase intensity as needed
- Include behavioral and emotional support

Schools Need to Address the Individual Needs

“The critical issue should not be the percent of the school population that will be identified. The critical issue should be which students have needs above and beyond the present curriculum.”

– Joyce Van Tassel-Baska

